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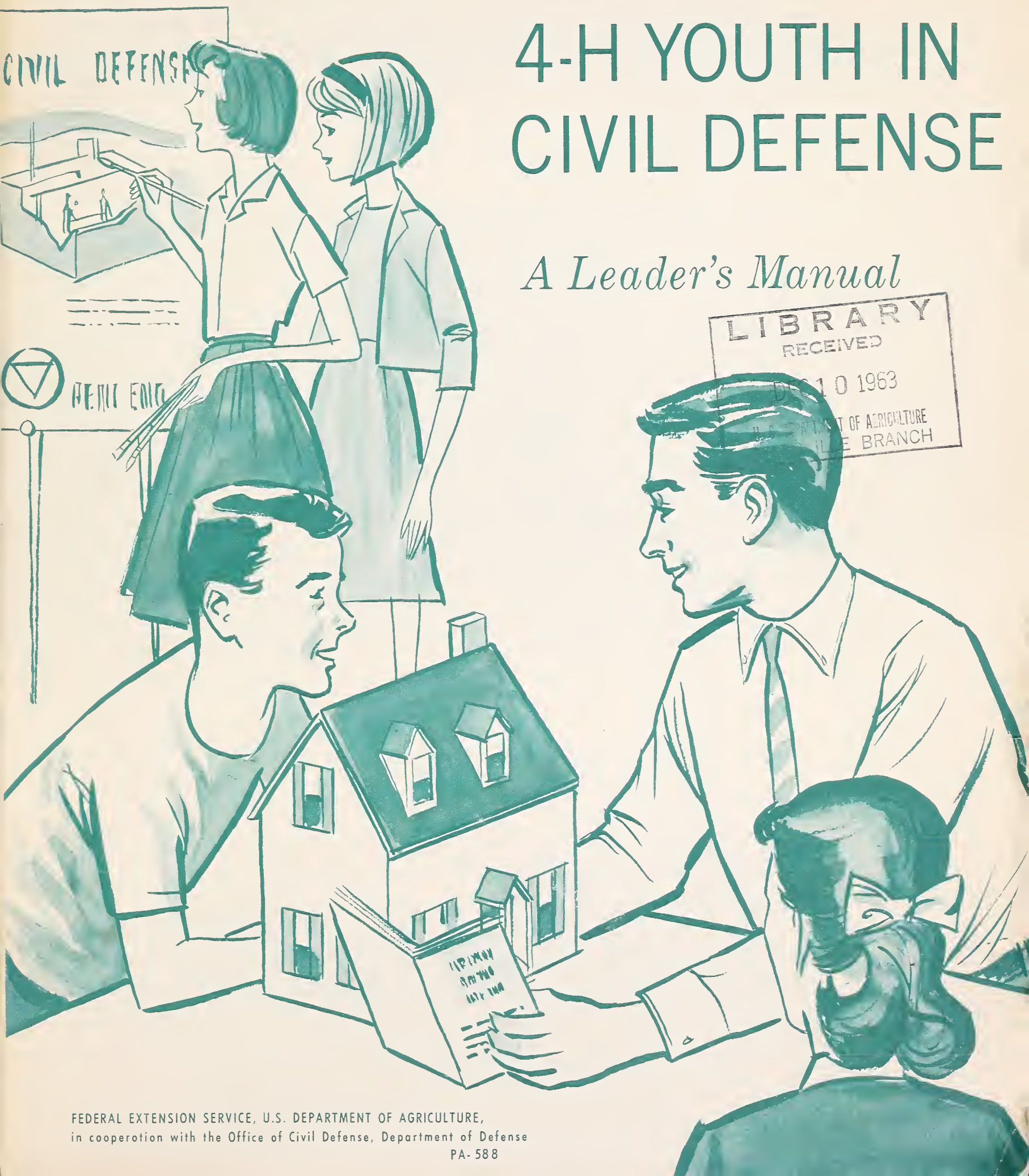
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# GUIDING 4-H YOUTH IN CIVIL DEFENSE

*A Leader's Manual*



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# Guiding 4-H Youth in Civil Defense

## WHY IT'S IMPORTANT

This guide is to help you teach 4-H youth some life-saving facts about the Nuclear Age. This is a wonderful age of science and invention that will greatly benefit mankind if atomic energy is wisely used. It is also a perilous age, with the possibility of nuclear attack. The future health and safety of your boys and girls—in fact their very lives—may be at stake.

A nuclear bomb would cause destruction at the point of explosion, with varying degrees of damage for several miles around. Radioactive fallout could extend much further, to become a temporary but deadly hazard to perhaps 80 percent of our entire country. People can protect themselves with inexpensive, easily built fallout shelters—a kind of insurance “just in case.” Most of the measures people take for civil defense are equally useful in case of natural disaster.

Your boys and girls will want to learn about radio-

active fallout, and why shelter is the key to survival for the millions of American families who might be endangered by fallout even though they live far from an attacked area. They need to know about their community emergency plans and whether public shelters are available in schools or other buildings. They need to know how they and their families could protect themselves so they could survive and assist in national recovery. This knowledge is an essential part of their preparation for citizenship in tomorrow's world.

Citizenship training—helping young people to assume their rightful role in a democratic society—has the highest priority in 4-H. How a young person plans to safeguard his life, assist his family, and help his community in case of natural or nuclear disaster demonstrates what kind of citizen he is. Civil defense gives members an opportunity to practice citizenship.

## OBJECTIVES

With this in mind you can help your boys and girls to:

**LEARN**—about nuclear radiation and protection from its hazards; what shelter plans and emergency measures their own families and communities might consider; how aspects of civil defense fit into regular 4-H activities; how emergency preparedness is useful in a natural disaster.

**HELP**—their parents plan and prepare for family fallout shelters, safe food, water, family emergency actions, fire prevention, farm preparedness and other defense needs.

**TEACH OTHERS**—that people can survive; to understand the hazards and the protective measures they need.

# TRAIN YOURSELF

The more knowledge and enthusiasm you have, the easier it will be for you to teach and involve young people.

Civil defense leader training courses are available in many parts of the country, and some of them apply to 4-H Club work. Your county extension leaders or civil defense officials can tell you about training opportunities in your county.

You will also want to study at home. The ten general pamphlets listed on page 10 are the basis for your program and will need your careful review. Your county agent can give you a set. As your program develops you will also want to look over the references on file in the county extension office.

## HOW YOUTH MAY LEARN

Young people everywhere are interested in and curious about the Nuclear Age. For your boys and girls to feel personal interest, they must learn and understand what atomic energy is and does—its benefits, its dangers—why protective measures are necessary, and what they should do about it.

You can expand and deepen youths' understanding by pointing out the various elements of civil defense that are basically a part of their regular 4-H or other group activities. Civil defense has aspects relevant to science, safety, health, nature, food preparation, home improvement, home and farm management, crops, livestock and many others. Challenge your boys and girls

to figure out and discuss how various defense subjects fit into their regular group activities.

Help them understand the usefulness of emergency preparedness in event of a tornado, fire, flood or other disaster.

Boys and girls learn best when they apply the facts you teach them. There are two important ways they can do this. One is for them to help their own families in emergency planning and preparations. The other is to help teach others. Select projects to suit the ages of your members.

The following suggestions may be useful. You'll think of many more ideas as your program develops.

## SUGGESTIONS FOR 4-H CIVIL DEFENSE PROJECTS AND ACTIVITIES

### Leaders Teach Members

(Pamphlets are referred to by letters as shown on page 10.)

1. Show a film (Fallout in Agriculture) or have a speaker. The speaker may be a defense official, high

school science teacher or upper grade student, a radiological monitor from the Soil Conservation Service or civil defense agency or other person who knows civil defense and can present facts the 4-H members need and want to know. Follow with group discussion. Try out "survival crackers" or other food suitable for shelter use, as refreshments.



2. You or a member read and discuss one of the suggested pamphlets with the group. You might pinpoint discussion on fallout, what it does, how shielding protects people from the radiation (see pamphlet A\*), or discuss shelter supplies (A).

Or you might give each member a pamphlet to take home, read, talk over with parents, then discuss at the next meeting. You might assign the same pamphlet to all, or use different pamphlets and subjects, such as fallout (B) and radiation effects (C); how to figure the protection members already have in their homes and how to improve it (E); how to build an inexpensive fallout shelter (D); family preparedness (E); food and water (F). Boys and girls living in rural areas will need to use G, H and J.

Another method is to divide your group into subgroups, each to select its own leader and study pamphlets or subjects above. They can do this before the meeting, then present a panel or symposium program with discussion, or have buzz sessions in the meeting, with reports and group discussion.

3. From time to time, have members tell about their progress in helping with the family's civil defense planning. You might give them copies of the emergency action checklists (E, J) and ask them to start writing emergency action plans.

4. Visit the local or county civil defense office to learn about community plans and public shelters or visit a family fallout shelter. Discuss your visit at a meeting. The boys and girls can make up games to use in a shelter, or exercises that can be done in small space. Consider ventilation, light, fire protection, health precautions and other elements of shelter life.

5. After members learn more about civil defense, they might rehearse ways to approach people who do not understand, know, or care very much about civil defense. One way would be to have small groups talk over the pros and cons, then outline an imaginary interview, and play it out. Or, prepare a skit to present to the group. Discuss how best to go about helping others.

6. Members learn when they develop programs to inform others about civil defense. Some ideas are suggested on page 11, under "How to Do Public In-

formation Projects." These include speeches, radio talks, TV programs, surveys, posters, exhibits, demonstrations (L, N, O and Q).

## Members Help Their Families

1. As boys and girls learn about civil defense, they can tell their families about it; take pamphlets home for all to read and discuss. They can make sure their parents understand the hazards of radioactive fallout, why and how to protect themselves from it. (See A, D, E, F.)

2. They should discuss with the family the best place they already have for protection from fallout or natural disaster (perhaps in basement or a center hall). Then figure how much protection it would give, decide if it is practical to live in for as long as two weeks, consider how its shielding quality could be improved and how it could be made more habitable. Then they can decide where their shelter will be, type of shielding materials, its size, lighting, ventilation, costs. They should schedule the time when they expect to complete it. Also decide what they would do if an emergency were to come before it is ready.

3. Families need to consider what shelter furnishings and supplies they would require—what they want in food, how much water, how stored, etc. After considering what they have on hand and what they can get, they will be ready to fill out family checklists (E).

4. Then they should consider family emergency actions (E, F): what each member should do in an emergency, whether at home, school, work, or on the farm; what supplies would have to be moved into shelter and who would move what; who would serve as "boss" if parents were away, etc. After they think of all the possibilities and plan what each would do, they will be ready to make an emergency action plan. (See J.)

5. Boys and girls who live in rural areas should discuss with their family why fallout is harmful to animals and how to protect livestock, feed and water. Decide what protection barns and other farm buildings provide, how to improve their shielding quality, how to place animals to provide best protection to selected stock, how much feed and water can be left available to stock, how long they could go untended, and how long farmers could expose themselves when they have to go out into fallout to care for stock. (B, G, H, J, K, M #5 and P.)

\*Publications listed on page 10 are designated by a capital letter. The chart on "Where to Find Information" uses these letters to tell you in which booklets you will find specific subjects.

6. All families should consider the important measures needed for everyday safety as well as for civil defense—fire prevention, fire fighting, first aid, etc. (A, E, I)—and how civil defense measures might be useful in a natural disaster.

7. They need to know about community civil defense plans and shelter programs; how they will receive warning and radiological information; what plans are being made for survival and recovery of local government, schools, business and other institutions; where farmers could look for help during a recovery period. (M #3, #13.)

## Tell Friends and Neighbors

1. Members might call on several close friends, preferably those who are most likely to be interested in civil defense. (By starting with them, boys and girls will be able to practice and develop some of the persuasive reasons why civil defense is needed and of concern to everyone. Then they can handle conversations with less interested acquaintances.) Some boys and girls may want to record the project, making a list of the friends, noting the number of conversations, whether or not they provided civil defense materials and if friends' families are taking action as a result.

2. There are many ways to involve neighbors. When there is to be a community civil defense meeting, program, or exhibit, boys and girls can cooperate by inviting their neighbors (personally or by telephone) to attend. When there is to be a civil defense article in the paper, or a radio-TV broadcast, call neighbors' attention to it. Sometimes tours of shelters are open to the public and neighbors' interest in civil defense may be stimulated by going.

3. Personal calls help to arouse people's interest and find out if they know or care to know about civil defense. You might assign several families to a member, or to a team of two or three members (or the boys and girls could simply call on their nearest neighbors). Before making calls, members' presentations should be carefully planned and practiced on other 4-H friends or their own families. Boys and girls will need guidance on some of the responses they might expect and how to answer questions.

4. Members could undertake a pamphlet delivery project. A boy or girl (or a team) would call on a neighbor, with a set of the 10 civil defense pamphlets (A

through J) and offer to provide a copy of each one the neighbor wants. This encourages people to look over the pamphlets and listen to brief explanations of their contents. After orders have been taken, pamphlets may be obtained through you or the county extension office. Delivering the copies gives members another chance to explain and discuss civil defense with the neighbor. Followup calls could be made.

5. If 4-H groups put on civil defense radio or TV programs, they could ask friends and neighbors to form listening or viewing groups, followed by discussion of the program and the civil defense needs of their own families and the neighborhood. Or members could invite friends and neighbors to listen in, then follow the broadcast with personal calls to learn whether people liked the program and what more they may want to know about civil defense.

6. 4-H groups may develop a short questionnaire, then interview friends and neighbors, to find out their knowledge, attitudes and responses to civil defense. Members who undertake such a survey should understand all its questions and be able to talk with people. Interviews should be carefully planned and rehearsed, with other members playing the roles of neighbors. Make the rehearsal part of a 4-H civil defense meeting, so all can learn. After being interviewed, people will be interested in the survey results, so that a followup call would be useful and appreciated.

## Inform the Public

1. For good newspaper, radio or TV stories, it is best to do something newsworthy, then tell about it. For example, if a farmer has made his farm preparedness plan or is interested in doing so, boys and girls could visit him and review his civil defense needs, resources, alternatives and decisions. They could obtain (or help him prepare) floor plans of barns and other farm buildings showing placement of livestock during an emergency, and copies of his emergency action checklists for various time periods (see J). They can learn how his family actions tie in with his farm plan. This would teach the members and give them a real story to write, show and tell.

2. Boys and girls might put civil defense pamphlets in doctors' and dentists' offices, libraries, beauty parlors and other places where people sit, wait and read. Pamphlets could show a 4-H symbol, with a notation



asking people to look it over, leave it behind for others, and get a copy from the county extension office. The pamphlet will look and last better if covered with clear thin plastic. Pamphlets should be checked from time to time, and replaced if torn, worn or lost.

### 3. Pamphlets can be used interestingly on posters:

a. Arrange all ten pamphlets as a montage on colored poster board. Note that copies are available from the county agent. Add eye appeal by covering each pamphlet with transparent paper or plastic in harmonizing colors. Signs can be made of letters from alphabet cereal, glued on colored paper.

b. Use one pamphlet in various ways on a poster. For example, cut apart two copies of A (to use both sides of pages). Cut out illustrations that tell your story, add titles and explanations, glue in interesting design on poster board. Rows of closed pamphlets could make a border. For three dimensional look, open some pamphlets, roll back three or four inside pages with good pictures, and fasten so those pages look like tubes in the center of an open book.

c. Good posters can be made from pamphlet illustrations. An easy way is to put the pamphlet page under an opaque projector, adjusting until the reflection is scaled right on the poster paper. Then trace outlines, color and complete.

4. Demonstrations or illustrated talks are good for meetings or TV. The pamphlets suggest many ideas. The illustration (in C) showing one figure penetrated by radiation and another figure protected by shelter, plus the curve showing rate of radiation decay, could be reproduced on posters or flannel boards and used together in explaining why people might need shelter for two weeks. Shielding protection given by materials of different densities can be demonstrated with real samples and a scale. Food and other supplies could be shown and discussed. Miniature model shelters could be made and explained.

5. For a direct mail promotion, 4-H'ers could cooperate with a dentist, doctor, X-ray lab or hospital to learn about the use of shielding to protect patients and operators during X-ray therapy or pictures. A brief, mimeographed statement with sketches (showing that X-rays are similar to fallout gamma rays and that people need protection from both) could be prepared as an "envelope stuffer" for county agents or co-operators to mail out.

6. Combinations of media give added emphasis to a project. For instance, if your members prepare an exhibit, they could invite civil defense officials to visit it and be photographed with the exhibit and the members, then use the photograph in a newspaper story.

## Subjects for Advanced Members

You may have some older boys and girls who express interest and have ability to go into more advanced civil defense projects. They might consider study or training in such additional subjects as:

1. Community and county civil defense organizations; emergency operation plans.

2. Public shelter program in the community.

3. Warning; dissemination of public information and emergency instructions; participation of ham radio operators in civil defense communications.

4. Radiological monitoring, defense and decontamination.

5. Civil defense plans of schools, business, industry, government.

6. USDA Defense Board responsibilities.

7. Training available locally:

a. Radiological monitoring

b. Adult education civil defense course

c. Medical self-help

d. Advanced first aid

You can get information about some of these subjects from your county agent or from the State or Federal Extension Service. Other sources are your county USDA Defense Board, local civil defense agency, Department of Education, Public Health Office and the American Red Cross.

# CIVIL DEFENSE BELONGS IN ALL 4-H ACTIVITIES

Here are a few ideas for your boys and girls. You will think of many others.

## FAMILY LIVING

The first rule of family living is **STAY ALIVE AND WELL!** You need a fallout shelter, and plans for its use. Everyone should know what to do if a disaster comes, wherever he or she might be. Plan also for shelter games, story telling, exercises.

## HOME IMPROVEMENT

Help make your home shelter attractive. Use it everyday, as an extra bedroom, play room, workshop, 4-H project room, or for light storage. Plan useful compact units for storing shelter supplies and decorate with nice designs, good colors.

## HOME MANAGEMENT

Plan how to live as safely and contentedly as possible for two weeks in your fallout shelter. Think of its limited space and light. Plan how to manage meal preparation, serving, sleeping, sanitation, recreation.

## FOOD AND WATER

Families need two weeks' supply of food and water for any emergency, so they won't have to go out into dangerous storms, floods or radioactive fallout. Radiation does not injure food or water, but fallout dust must be kept out.

## CHILD CARE

Help plan for baby's needs in shelter: safe water, special food, sanitation, comfort. Plan to keep little tots busy, happy, safe and well. Once in a while, let children play in the shelter area, so it will be familiar and reassuring to them.

## SCIENCE

Learn how atoms are split, what happens, how to do radiological monitoring. Consider peaceful uses of atomic energy in agriculture, medicine, industry. Also study prospects for atomic power, space travel and other inventions.

## ELECTRIC AND AUTOMOTIVE

Rig up a lighting system with a flashlight bulb, reflector and hot-shot battery for shelter use if electricity is off. Plan how a tractor can be set up to run an emergency generator.

## MONEY MANAGEMENT

Help your family fix up a safe place to keep money, valuable papers and vital records during any emergency.

## CLOTHING

Learn why clothing cannot keep out gamma radiation, but does protect from beta burns. Why clothing with fallout dust on it must be brushed or washed clean. Learn kinds of clothes that might be worn in shelter, or out into fallout.

## PHOTOGRAPHY

Enter a photo contest with your picture of a fallout shelter, a 4-H civil defense project or other civil defense subjects.

## LANDSCAPING

Plan how to beautify an earthcovered outdoor, underground fallout shelter.



## WOODWORKING

Make bunk beds, table, benches, etc., to use in shelter; miniature models of shelter furniture for exhibits; or jigsaw puzzle games for shelter recreation.

## NATURE

Consider natural radiation from cosmic rays, uranium ore, etc.; radiation decay rates; civil defense measures for protection from floods, tornadoes and other natural disasters; radiation effects on crops, soils, living creatures.

## HEALTH

A home nursing course is a basic civil defense need. Good health requires shielding from radiation, keeping immunization shots up-to-date, having clean food, water, milk. In a shelter, all necessary medicines must be on hand, health precautions observed.

## SAFETY

Civil defense includes first aid, fire and accident prevention, fire fighting, protection from tornadoes, floods, radioactive fallout and other emergencies. CIVIL DEFENSE IS SAFETY IN THE NUCLEAR AGE.

## FARM MANAGEMENT

Learn why civil defense measures are simply additional factors to be considered in all regular farm management activities.

## CROPS AND LIVESTOCK

Consider radiation effects on animals, crops and soil; how to protect livestock during fallout or other disaster; what to do with contaminated animals; how to decontaminate crops and soils.

# RECOGNITION FOR WORK WELL DONE

To boys and girls, accomplishing tasks and participating with others is rewarding in itself. In many of the information activities, the focus of attention is upon the youth who present them; often their progress will be reported in local newspapers. In the home, family, and farm protection activities, boys and girls will take pride in knowing they have contributed to personal and national safety, and in knowing their families have set good examples for others to follow.

It will encourage your young people to do more and

better civil defense work if you and others express appreciation and satisfaction with their efforts. If you want U.S. Department of Agriculture certificates of achievement, you can obtain them from your State Extension Service, and use under their auspices.

Your own reward for working on this program will be your deep sense of satisfaction that you have helped boys and girls do their share in safeguarding America, their own and the Nation's future.



## REFERENCES

These materials are available from your county extension agent. Pamphlets A through J are available in quantity for general use and distribution. Items K through Q are for more specialized use and are in limited supply, but usually your county agent has or can obtain a copy. He may also have filmstrips, slide sets, exhibits and other materials you can borrow. The film "Fallout in Agriculture" may be obtained from the film library of your State Land-Grant University.

### Pamphlets for General Use:

- A. *Fallout Protection—What to Know and Do About Nuclear Attack*, Office of Civil Defense, Department of Defense, H-6
- B. *Radioactive Fallout on the Farm*, USDA, FB-2107
- C. *Fallout and Your Farm Food*, USDA, PA-515
- D. *Family Shelter Designs*, Office of Civil Defense, Department of Defense, H-7
- E. *Your Family Survival Plan*, USDA, PA-578
- F. *Family Food Stockpile for Survival*, USDA, H&G-77
- G. *Your Livestock Can Survive Fallout*, USDA, PA-516

- H. *Soils, Crops and Fallout*, USDA, PA-514
- I. *Rural Fire Defense*, USDA, PA-517
- J. *Your Farm Preparedness Plan*, USDA, PA-583

### References in Limited Supply:

- K. *Protection of Food and Agriculture Against Nuclear Attack*, USDA, AH-234
- L. *What People Can Do*, USDA, PA-574
- M. *FES Fact Sheets* 1 through 20
- N. *Extension Methods in Civil Defense*, USDA, PA-587
- O. *Guiding 4-H Youth in Civil Defense*, PA-588
- P. *USDA Radiological Training Manual* (1962)
- Q. For Public Information Ideas
  - a. *Making News Stories Work for You*, USDA, PA-428
  - b. *Giving a Food Demonstration*, USDA, PA-537
  - c. *Me, Plan an Exhibit? Why Sure!* FES pamphlet
  - d. *Let's Do a Window Exhibit* (4-H), FES pamphlet
  - e. *Direct Mail*, FES Kit

## WHERE TO FIND INFORMATION

Subject	Pamphlets for general distribution	References in limited supply
<b>NUCLEAR EFFECTS, RADIOACTIVE FALLOUT</b> ..... —what fallout is, where it comes from, how it is carried, where it goes, how long it lasts, etc..... —how to protect from it..... —weapons testing.....	A 5-14  A 1-14; B 2-7; C A 15-26; B 14-15; C; D	K 1-9; P 1-49  L; M #1 L; P 120-135 M #10
<b>FAMILY FALLOUT SHELTERS</b> ..... —benefits of shielding, existing protection and increased protection.... —space, ventilation, lighting.....	A 20-26; D; E D; E A 33; D; E	K 34-39; M #2,14 M #14
<b>SHELTER SUPPLIES AND EQUIPMENT</b> —water and food..... —utensils, bedding, clothing..... —other needs.....	C; E; F E A 29-37; E	L; M #15 M #15 M #15
<b>FAMILY SURVIVAL PLAN</b> ..... —checklists for shelter supplies, etc..... —checklist form for "who is responsible to do what, when, where and how."..... —first aid and other training.....	E E; F  J E	L; M #15,16
<b>ON THE FARM</b> —livestock, feed and water.....  —work time in fallout..... —crops and soil.....  —fire defense..... —farm preparedness planning.....	B 8-10; C; G  J B 11-13; H  I J	K 1-19; L; M #4,12; P 153-185 K 9-10; M #5; P 103-119 K 17-26; P 145-153, 166-215 L; M #20 L; M #17
<b>COMMUNITY CIVIL DEFENSE</b> ..... —community shelter program..... —radiological monitoring, warning, etc..... —survival and recovery.....	A 42-46 A 15-19 A 31 A 38-41; C	L; M #13,19 M #18 K 30-33; M #3; P 70-103 P 135-145
<b>HOW TO DO PUBLIC INFORMATION PROJECTS</b> .....		L; N; O; Q

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